R E P O R T R E S U M E S

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PLANNING AND OPERATING A LANGUAGE LAB OR AN ELECTRONIC CLASSROOM IN A HIGH SCHOOL, A DOZEN DO'S AND DON'TS.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
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GUIDELINES OF DESIRABLE AND UNDESIRABLE METHODS FOR ESTABLISHING AND MAINTAINING LANGUAGE LABORATORIES WERE REPORTED. THIS LIST WAS ASSEMBLED FROM SUGGESTIONS MADE BY 30 PARTICIPANTS AT TWO PLANNING CONFERENCES HELD IN NOVEMBER AND DECEMBER 1960. THE GUIDELINES REFER TO ANY INSTALLATION OF FOREIGN LANGUAGE TEACHING EQUIPMENT. THIS DOCUMENT IS PART OF A SERIES, ED 003 919--ED 003 924, AND ED 003 926. (RS)

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THE MODERN LANGUAGE ASSOCIATION OF AMERICA

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PLANNING AND OPERATING
A LANGUAGE LAB* OR AN ELECTRONIC CLASSROOM
IN A HIGH SCHOOL
A DOZEN DO'S AND DON'TS

1. DO hire a consultant (not employed by a lab equipment manufacturer), to help you plan, evaluate bids, do the final checking of installed equipment.	1. DON'T try to do it yourself; planning a lab requires as much knowledge as planning a school and a radio station.
2. DO define your teaching objectives first and then choose equipment that will implement them.	2. DON'T leave the planning entirely to administrators or A-V specialists, who may know little about foreign-language teaching.
3. DO see at least three different types of successful installations in operation before you decide on your equipment.	3. DON'T plan a lab for use by everyone (foreign languages, English, shorthand, speech); this will result in confusion and frustration.
4. DO follow the instructions and guidelines (pp. 26-28, 263-287) in the Council of Chief State School Officers' Purchase Guide (Ginn and Co., 1959) and its Supplement (Ginn and Co., 1961).	4. DON'T forget that a lab is no stronger than its weakest component, mechanical or human.
5. DO arrange your seating and equipment with provision for viewing as well as hearing and speaking.	5. DON'T accept inferior sound; it should be free of extraneous noise, and as natural and full-ranged as a live voice.
6. DO write exact specifications into your contract and accept delivery as completed only when the equipment tests up to specifications and functions smoothly for a full month and when there are adequate provisions for servicing.	6. DON'T forget Murphy's Law of Electronics: Anything that can go wrong will.
7. DO build an expandable and flexible lab, to handle future increases in demand and new improvements in equipment and methods.	7. DON'T overlook the alternative of electronic equipment in each foreign-language classroom instead of a single lab.

*"Lab," as used here, may refer to any installation of foreign-language teaching equipment.

Planning and Operating a Language Lab or an Electronic Classroom in a High School

A Dozen Do's and Don'ts

8. DO provide for regular preventive maintenance, with an annual budget of 3% to 5% of your total initial cost.	8. DON'T forget to budget for tapes, discs, and other expendable equipment.
9. DO plan for short lab sessions; 20 minutes of active daily use is the ideal.	9. DON'T expect all your equipment to function all the time; provide 10% to 20% spare parts or use only 80% to 90% of capacity.
10. DO insist that the lab work be an integral part of the foreign-language course.	10. DON'T impose the lab program on unwilling or unprepared foreign-language teachers; start with one beginning course taught by an enthusiast, make it a success, then add other courses one at a time.
11. DO urge each teacher who is to use the lab to study the growing literature on the subject and take a workshop course.	11. DON'T expect the foreign-language teacher to teach and operate the lab at the same time; hire a technician to assist him.
12. DO cut in half the teaching load of the lab director and allow released time for all teachers who prepare lab materials.	12. DON'T expect the lab to reduce the teacher's work; it will increase it, redistribute it, re-orient it, and make it more effective.

These lists were assembled from suggestions made by participants in two conferences on the language laboratory planned by the Modern Language Association under contract with the U.S. Office of Education and held in New York on 27-28 Nov. and 18-19 Dec. 1960. The participants: Jeannette Atkins, Dora Bashour, Genevieve Blew, Remunda Cadoux, Pierre Capretz, Vincenzo Cioffari, Guillermo del Olmo, Frederick D. Eddy, Mary Finocchiaro, Evangeline Galas, Donald Hamlin, Elaine Hardie, C. Cleland Harris, Alfred S. Hayes, Elton Hocking, Joseph Hutchinson, Robert Iglehart, Emile Jalbert, Sylvia Levy, William N. Locke, Sarah Lorge, A. T. MacAllister, Gustave Mathieu, F. Rand Morton, Anna I. Nolfi, Earle S. Randall, A. K. Shields, William J. Smither, Edward M. Stack, Donald D. Walsh.